The STATE HORNET

Volume 23 No.73 | Sacramento State College | Wednesday, March 31,1971

Robert Nelson case —— Quality education or campus politics?

—

A crucial decision



Photo by G.C. Freeman

Story on page 2

walk around state

Buying the war

Tonight the Society for the Advancement of Management will present the film "You Don't Have to Buy War, Mrs. Smith" at 7:30 p.m. in DH 212.

This film gives a dynamic and informative account of the consumer's role in the manufacture of war products. This is a film about a very lucrative business. Admission is free and the public is welcome.

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Help wanted

Larry Bandoli would like to contact the two students who helped him out of the ditch by the new psych building on Feb. 17 at approximately 8:30 p.m. They can contact Donald K. Cooper (442-1055) as soon as possible.

■●■●■

Star-studded party

Harold Simmons of the Sacramento Valley Astronomical Society will make his 18-inch telescope available to Dr. Homer Ibser's astronomy class next Thursday night, April 1. Members of the campus community and friends are welcome to come. Star parties start at dusk. The American River levee, left bank, 100 yards downstream from the footbridge, will be the place. The Moon, Saturn, and perhaps Mercury will be well placed for viewing, as well as various double stars and nebulae. If if's cloudy, the star parties will be cancelled.

The general student body election will be held on April 21st and 22nd, 1971. Applications for all offices will be available at the ASSSC Office. Application for student members of the Faculty Senate will also be available on April 2nd. New Constitutional Amendments will also be voted on.

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Judge Earl Warren,Jr., will speak on campus tomorrow, April 1, to two Government 196 courses and all students are invited. He will speak from 7:30 a.m. to 8:45 a.m. in Science 452 and again at 11:45 a.m. in Science 456.

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April Fools Concert

An April Fool's Concert full of surprises will be presented by the entire Music Department faculty Thursday at 1 p.m. in the Music Recital Hall. It is free to the public, and all music and fun lovers are invited.

This will be the first concert of its kind in nearly ten years due to the work involved and the busy schedules of the department.

When asked what would be on the program of the hour-long concert, Dan Kingman of the music department said, "We're keeping that as closely guarded a secret as possible, but it will be in observance of the day."

commentary

Tiao Uy Tai Islands property of China

Startling events often occur to the most obscure things.

In August 1970, the Ryukyu (Okinawa) government under directives from Japan claimed sovereignty over the Tiao Uy Tai Islands (also known as the Senkakus) located 120 nautical miles northeast of Taiwan. Until then, few knew even of the existence of this group of eight islets, the area of which totaled only two square miles. For centuries, its significance rested only with its use by Chinese fishermen from Taiwan, who frequented its shores in fishing expeditions to repair their boats or to gather herbs and birds' eggs. Some have even constructed houses on these islands; some dirt roads and tracks have also been built.

Then oil was discovered. A survey in August, 1968, conducted mainly by Americans, showed rich, extensive oil fields off the Tiao Yu Tai islands beneath the seabed of the South East Asian Continental Shelf. In July, 1970, the Pacific Gulf Oil and Refinery Company obtained permission from Taiwan to further explore the reserves around Tiao Yu Tai. In August came Japan's surprising statement of sovereignty, an incredulous claim in face of historical facts, international agreements, and geographical realities.

* * *

That the Tiao Yu Tai islands belong to the Republic of China (Taiwan) is beyond dispute. First, traditionally, the islands have been frequented only by the Chinese. Second, it is explicitly stated and recorded in the Ming Tse (the official book of history of the Ming Dynasty of China) that the islands were discovered and named by a Chinese official in 1403. Furthermore, Japan herself had conceded that the islands belonged to Taiwan. In 1944, when both Taiwan and Okinawa were under the jurisdiction of Japan and were involved in a legal dispute over the possession of the same islands, the Tokyo court ruled that Tiao Yu Tai belonged to the district of Taiwan, then called Teipei County. Hence at the conclusion of the war, under the terms of both the Potsdam Declaration (1945) and the San Francisco Peace Treaty (1951), these islands were implicitly returned to China.

Moreover, the Ryukyu groups of islands is physically divorced from the Tiao Yu Tai islands. Okinawa is separated from the Tiao Yu Tai by an ocean trough more than 2000 meters deep whereas the latter lies on the same Continental Shelf Convention (1958), the "coastal state exercises over the continental shelf sovereign rights for the purpose of exploiting its natural resources."

* * *

If historical facts and international agreements mean anything, then Japan's calim is not only incredulous, it is downright outrageous. Even more outrageous than the claim itself is the Japanese government's implementation of its plan. It was an exercise in brute force. In September 1970, Okinawa police landed on Tiao Yu Tai and took away the flag of the Republic of China. Later, an Okinawa gunboat chased away Chinese fishing boats in the area. Since then, they have patrolled the Tiao Yu Tai waters, maintaining a strict vigilance over possible 'violations.' The Japanese government also plans to fund Okinawa to build a weather observatory on Tiao Yu Tai, undoubtedly to consolidate their claim.

* * *

In face of all these provocations (a term not used lightly), the government of the Republic of China has been frustratingly weak. Its response can be adeptly described in one phrase "an exercise in studied futility." The Chinese students in America and all over the world, well known for their silence on political affairs, have decided that they could sit back no longer. Action committees were established, petitions were signed and submitted to the governments involved, and rallies were staged on Jan. 29 and 30 all over the United States (in San Francisco, Los Angeles, Seattle, Chicago, New York, Boston and Washington, D.C.). At noon on April 9, Portsmouth Square in San Francisco will become the focal point of convergence for protest in the Western United States, a rally of estimated gigantic proportions.

Although to date only the Chinese united with some Japanese sympathizers have become actively invovled in the dispute, this concern should be shared by all peace-loving people. The United States, true to Nixon's extended "umbrella" policy, has its fingers in the pie. The United States Ambassador to Japan has stated without elaboration that the Tiao Yu Tai islets belong to the Ryukyu group. Aside from ethical objections, this support of Japan's abortive claim raises many political questions. First, does this support indicate that the United States in nourishing a future watchdog of Asia? Second, is the Nixon declaration of withdrawal of American involvement in Southeast Asia genuine, since apparently the United States will have to remain committed to the new watchdog, financially and perhaps even militarily? Thirdly, to what extent has the major oil interests influenced under the United States' decision? And fourth, is there a real possibility of a revival of Japanese militarism and imperialism in the Pacific?

We pose these questions to each concerned student. The answers, if any are to be found, lie in the individuals own effort and determination to seek for himself the truth.

Tiao Yu Tai Action Committee
Sacramento State College

(For more information, please contact James Ting, spokesman for the Sacramento chapter of the Tiao Yu Tai Action Committee. Telephone is 451-8982.)

President Hyink faces tough tenure decision

By PAUL KRONENBERG
State Hornet Editor

The tenure grievance complaint of Robert Nelson, professor of chemistry, has reached a stage whre one man must assume the responsibility of its final solution. That man is Dr. Bernard Hyink, president of the college.

What realities does he face as he determines what course to pursue in the dispute? This is the area this article hopes to examine—the realities of the situation and consequences of any decision he reaches.

Quality education

Setting aside for the moment the superficial aspect of the case, Nelson's desire to become a tenured professor, a deeper question underlying the grievance case reveals itself. President Hyink's decision not only will decide whether Nelson gains or loses his tenure, but whether quality education at Sacramento State will be sacrificed for the convenience of a calmer political atmosphere.

Along these lines it is foreseeable that an adverse ruling against the chemistry department's original vote, by Dr. Hyink, may well unfavorably affect the political climate between the faculty and the administration. The orginal vote within the department was nearly unanimous and with that in mind an administrative reversal could easily alienate those professors as well as their faculty friends in other departments and also furnish additional ammunition to

Hornet opinion

those who already hold an unfavorable attitude toward President Hyink.

On the other side of the fence, though, evidence substantiating the quality instruction Nelson makes available to his students abounds. Earlier editions of the State Hornet have dealt with the qualifications of Professor Nelson—his numerous papers, his contributions to the chemistry department in the area of grants and new equipment, his unanimous student support and appeal and his desire to continue work as a chemistry professor at SSC.

Lip service

As in numerous cases, departments often pay lip service to student evaluations and opinions when determining tenure matters. Faculty attitudes, those least affected by instructional quality of any professor, generally outweigh any other evidence used in tenure determination. Those who have a real stake in the matter, the students, have literally no say. Who then can best judge whether quality education is being maintained or not? For departmental faculty members to shoulder the entire responsibility in this area without relying on other factors is presumptuous.

Student opinion in Nelson's case has always been available. A group of students from among those in his classes even formed a committee to make available any information pertinent to the case.

For the department and the grievance committee to ignore the value of student opinion is to be blind to the very attitude of open-mindedness often preached so fervently in classrooms. Should President Hyink deny the worth of student opinion, now that the matter has reached its final stages and only some such compelling evidence may sway his decision, then his action can only be viewed as an injustice to Nelson and to education at Sacramento State.

If distinction is made that student opinion does amount to something, but that there were other reasons for denying Nelson tenure, it can only be seen as a ruse to cover up the underlying reason for a wrong decision.

Politics is a dirt game. Unfortunately, it is all too rampant on this campus. Many individuals suffer from its effects, but the quality of education on our campus suffers the most. To date, President Hyink has commendably refrained from playing the political game and he should continue to do so. His responsibility as college president is to see that quality education is maintained, not political games be played. Now is not the time to start.

Quality education at Sacramento State could best be served if President Hyink seriously considers the weight of student opinion in the Nelson case and comes to the conclusion many of us already have. Nelson should be retained.

Robert Bly

Whirling spiral of spinning comments

By JUDY RONNINGEN
Hornet Staff Writer

"American poetry resembles a group of huge spiral arms whirling around in space."

Robert Bly

Bly himself came on last Thursday like a great whirling spiral of ideas, spinning comments and cajolments and poetry into his audience.

Pacing, gesticulating, swaying to the words that he "read" from memory, Bly jumped from puckish California poems to bitter Spanish ones.

Occasionally he would nudge Tom Picard, a young on-the-verge-of-being-discovered English poet, to read his unvarnished verse in a breathless voice.

(Bly has introduced a number of poets, including South Americans Cesar Vallejo and Pablo Neruda, to American audiences through his translations and his poetry magazine, "The Seventies.")

Jumping forward, Bly would exclaim, "America has no passion. The whole pop culture has no passion. How 'bout Andy Warhol, does he have passion? That creep!"

"We're all head people," he continued. Like our Puritan ancestors, we separate the head from the body, cutting off and suppressing emotions in deference to logic.

He spun to another subject—America's apparent desire to oppress dark people.

"The Vietnam war is a continuation of the Indian wars," he said, and read "Hatred of Men with Black Hair":

"We distrust every person on earth with black hair;
We send teams to overthrow Chief Joseph's government,
We train natives to kill Presidents with blow darts;
We have men loosening the nails on Noah's ark."

Gradually the arms of Bly's spiral tightened into a focus, which swung toward the audience.

"To the head, torture is 'interesting'—huh, isn't it?" he accused. Where were the passionate demonstrations against the Vietnam slaughter that had taken place on campuses last year? Had the heads decided that demonstrations were no longer in "style"? The audience, pinned, squirmed uneasily.

"This is what it is like for a rich country to make war on a poor country."

And relentlessly, Bly unfolded a horrible picture of what it was like, a poem of Vietnam.

He told of the detachment of men dropping fire on thatched villages from air-conditioned bombers. He described soldiers setting huts afire with brand-new cigarette lighters.

Bly turned to his audience, his detached audience, and roared, "I'd have to bring a burning child out here on this stage—and THEN you'd howl!!"

The spiral shut tight.

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Ombudsman on campus

The second official report

This is the second indepth report on the office of college ombudsman by the ombudsman's staff. A good deal of the report has been edited for easier and quicker reading and will be presented in the State Hornet in five installments.

The official statement of the Ombudsman's function outlines a broad, loose framework for settling disputes and expediting requests. In a college the size of ours, the number and diversity of the problems are astonishing. The individual Ombudsman, working with minimal external limits, to help resolve a wide spectrum and large number of problems, finds himself constantly making decisions on the basis of his personal style and conscious choice. He must decide whether to seek out existing problems or wait for someone to bring a complaint to the office; whether to try to mediate political disputes, or stay out of the political scene completely; whether to work directly with the parties of a dispute or work with an individual or committee in the institution. Continually deciding between alternative actions, he slowly casts his own individual flavor on the office. There is no one model for a good Ombudsman.

This report, then, will look at some of the ways in which the previous Ombudsman, Dr. Robert Donaldson, Ombudsman 1969-70, defined the job, and briefly explore the alternative definitions.

The system of classification was created to provide an overall view of the kinds of conflicts and problems the Ombudsman has worked with during the past year. Each of the categories will be examined to indicate the nature of the problems involved and how the Ombudsman endeavored to resolve them.

STUDENT GRIEVANCES

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13. Mediator in dispute

Dispute with professor (academic)

a. Method of teaching: These complaints reflected general disillusionment with an instructor. The students were not necessarily concerned with their grades for the class, not was there a specific act of the professor that was the source of the problem.

More specifically, some of the charges were that the professor came to class unprepared, gave rambling lectures or personal anecdotes, or the students had no idea of the direction of the class or what was expected of them. Another type of complaint centered around professors who were well-prepared but who made excessive demands on their students in terms of quantity and quality of work expected—demands that only a very few students in the class could meet.

Sometimes professors destroyed communication by "putting down" questions, making the students asking them them appear stupid. Some professors refused to discuss the substance or direction of the course during a class period, requiring, instead, that students talk to a teaching assistant or make individual appointments with the professor, thereby ensuring that only the most aggressive, self-confident students had to be dealt with and the possibility of general student dissatisfaction never had to be faced.

Gripes not isolated

Thirty-one method-of-teaching complaints, or three-fourths of the total, were registered against only six professors. In other words, the complaints weren't simply "off the wall", isolated gripes that certain students had against certain professors. There was a definite pattern. Some students came in a group to register a classroom complaint, others came in singly, but all were upset about the same professor. One major fear professors seem to have about the Ombudsman is that students will come in with all kinds of irrelevant gripes the Ombudsman will support, and undermine the professor's position. This has not been the case. Of the six professors who drew three-fourths of the complaints, three have come under department fire as well. One TA will not be teaching next year, another professor probably will not be rehired by his department next year, and the third is being investigated by an ethics committee in his department. Of the remaining three, one professor was willing to make some adjustments to the students' complaints and expectations and open freer communications with them. The remaining two professors were very similar: both were firmly committed to the concept of total autonomy and authority of the progessor and, therefore, were unwilling to accept the validity of any of the students' complaints.

One of them, who has been criticized by the students for years, received thirteen complaints in this office and stood firm in meetings with the Ombudsman, the department chairman and the dean of the school. This professor's method of teaching was the largest single complaint-area in the office this past year and the one in which the Ombudsman was least able to effect a solution between the parties involved. It was not a problem of communications, of understanding what the other was trying to convey. It was, rather, a matter of two totally opposed views of what the roles of student and teacher should be.

Specific Policy

b. Specific policy complaints were concerned with some one action or policy of the professor's that the student saw as unjust or arbitrary. Most of these cases were concerned with policies on grading, tests, term papers, projects, attendance, make-up exams and deadlines.

The complaints were not about the policies themselves but about the arbitrary manner in which they materialized. For example, one student had several classes in which the professors stated, initially, that attendance was voluntary. The student left school for six weeks, for personal reasons, which time she missed no tests: she had "B's" in the classes. But when she came back, the professors threatened to drop her because of her absence. Most of these complaints would not have occurred had professors made their policies clear at the outset, so the students could know where they stood and decide then if they wanted to meet the expectations or take another class. This problem will be minimized during 1970-71 because the Student Bill of Rights and Responsibilities requires a democratic vote of the students, if the professor proposes and change after the last day to add a class.

Not all policy complaints concerned lack of clarity. About half were contentions that the policies themselves were arbitrary or unfair. Examples:

Problem: One professor's grading standards were so high that half the class was flunking: 70 was an "F".

Solution: Professor lowered standards.

Problem: Two professors scheduled exams during dead week, in violation of campus policy.

Solution: Alternative exam dates were arranged.

Grade

c. Grade complaints were registered by students who obviously felt they had been graded unfairly. The important factor that distinguished different types of cases is the means by which they were resolved. Examples:

Six cases went to grade appeals boards. The grade of the professor was upheld by the appeals board in four cases. In the other two, the Ombudsman requested department chairmen to establish an appeals board but the students decided to allow the issue to drop before a hearing took place.

With six students who had flunked or were flunking a course, the Ombudsman made special arrangements with the professors to allow the students to challenge the courses in comprehensive exams.

In six cases, the professor explained his reasons (test scores, etc.) for the grade he gave the student. The Ombudsman was satisfied that the grade was fair and advised the student to accept it. Only one student in this group still was dissatisfied and comtemplated an appeal.

Dispute with professor (non-academic)

There were four cases of this type. Three of them were political disputes: one involved a professor interfering in student elections; another, the intimidation of a student by a professor in regard to testimony at a promotion hearing; and, an administrator restricting the mail allowed in faculty boxes.

The fourth complaint questioned whether a professor has the authority over a student's personal habits in class. The student was told to put out his cigarette because the professor didn't want smoking in the classroom and the Academic Vice President notified the college faculty of the policy.

Dispute with department policy

Disputes of this kind involved several cases of policies which had been recently changed, leaving students caught in the transition with their programs of study suddenly changed.

In four cases, students felt the policy was unfair and, at the Ombudsman's request, the department re-examined each. One of these complaints took the entire year to resolve.

Four cases concerned problems in getting teaching credentials. Two of the students needed to be referred to the State Board of Education.

Dispute with academic requirements

These kinds of complaints are unique in that there is an existing grievance system to handle them. In no other group of complaints is this true. In two areas, grades and financial aids, the college is moving to establish grievance boards, but they will not be operative immediately. Because of the grievance mechanism existing for academic requirements, fifteen of the sixteen cases in this area were advised



Jim Holden, SSC Ombudsman

Photo by Hal Hammond

to petition the appropriate committees for special consideration of their situations. Seven students had problems with General Education requirements, most resulting from the change in requirements or from attempts to substitute completed courses for required ones. They were all referred to the General Education Committee.

Several cases were advised to petition the dean of a school, the Registrar, the Academic Affairs Committee and the Academic Vice President.

One of the students had registered for twenty-five units and was passing all of these classes, when someone discovered that her GPA was not as high as policy requires to take extra units. As a result, she was told to drop down to eighteen units, to drop courses she was passing.

Red tape untangling for Children's Center

By TINA SAED

The ASSSC Children's Center's opening date has once again been pushed into the future as the red tape gradually loosens around the feet of the committee trying to move it onto campus.

The Chancellor's Office's "Guidelines for the Establishment of Child Care Centers," no longer shadows the operation with difficulty. Those details outlined by the chancellor have been taken care of. The Student Activities Office, one of the prime movers in this operation, deserves much credit for its work—particularly with the chancellor.

The Student Senate bill for the Center, vetoed recently for minor adjustments, will establish it as part of the ASSSC—an executive board. A more detailed description of the day care center is available through either ASSSC or the Student Activities Office. Copies of the statute establishing the day care center will be in the ASSSC offices.

Although $30,000 has been loaned to the Day Care Center, the loan covers only the cost of the building. The funds for operation salaries, food for the children, supplies, and utilities must be paid for by the users of the center through their monthly fees until another source can be found. This explains the charge of $50 monthly. However, parents who can work out a three-day schedule, Monday, Wednesday and Friday, to use the center only three days a week, can pay $30 a month. Those working from a Tuesday-Thursday schedule need only pay $20 a month. This optional schedule depends on the number of people who request the two or three day week rather than the five-day week. The center must be at full capacity for the five days to meet operational costs. This means an equal number of two and three-day schedules will be admitted.

Recently passed guidelines were:

1. Eligibility: Applicants must be enrolled for 6½ units or more for the semester during which they intend to use the children's day care center. If by any chance, however, there are more slots available for children than can be used by students at SSC, then applications from staff and faculty will be accepted.

Children must be toilet trained and be at least two years old and not older than five.

2. Priority: Parent's income will be considered as having first priority.

A. Those earning less will be given the higher priority.

B. Second in consideration will be the number of units and hours of work; those with the heavier schedules will be given priority (incomes being equal) to those with lighter schedules.

C. Children who participate in the Children's Center will have top priority in the second semester, to maintain a continuity in the program.

3. Parents will have an option of using a five day, a three day, or a two day schedule, provided the Center is at full capacity for the entire five day week. The pay scale will be adjusted according to the number of days used; ($50.00 for five days; $30.00 for three days; $20.00 for two days payable each month). The decision of the executive board will determine the final scheduling, and they shall be responsible for coordinating this option, which they may or may not use, depending on the applications, and other variable.

4. The Board shall establish a period of time in which applications will be accepted, such time being adequately publicized in advance. 5. A research guidelines committee will recommend guidelines to the ASSSC Executive Committee for the Children's Center departmental use.

Once the building is out to bid, major problems remain. These problems include indoor and outdoor equipment yet unneeded, and—as always—money. The cost of the care for children is still prohibitive for many parents. Tyler Breese, in cooperation with other committee members, is probing different grant possibilities. Contributions—toys, outdoor equipment, and money—are very much needed. Donations can be turned in to ASSSC and Student Activities offices, or to John Krier, ASSSC Business Manager.

The beginnings of the day care center are humble, like a crude seed, germinated, but not yet in the ground. Possibilities for expansion and change will grow with the center. The present committee hopes one day to see free, quality, parent-controlled child care available to all needy members of Sacramento State's facility. We've barely begun.

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Tabernacle

two reviews

Forceful belch of NO MORE

By TED BICKUM
Hornet Staff Writer

The play opens when the audience enters the theatre. Unceremoniously, the chorus of mothers is brought on stage with the robust voices of baritones: all males are in masks elaborately designed to identify certain characters. The play, "The Tabernacle," is based on the events described in the documentary essay, "The Torture of Mothers," written by Truman Nelson who was no less inspired by the Harlem (N.Y.) riots during the summer of 1964. " 'The Tabernacle' is a black experience in total theatre," says author, director Paul Carter Harrison.

"Rev. Brothers. . .and Sisters. . .all my Brothers and Sisters. . .just look at all of you out there. . .Warms my heart to see you all turn out for this Tabernacle service. . .The word must have gotten around, huh?. . .That this ain't- . . . .(searching through the audience) I bet some of yawl been here twice. . .hard to tell one face from the other in this light. . . but that don't matter. . .it don't change a thing in this meetingg. . .cause you'll only shout twice as hard when it's over. . .and after the shouting is over, you'll know once again why our flesh is seething to a hardened crust. . .you'll witness all the infernal ashes of Cain poured down on our souls. . .all of us. . .and you'll question your hearts how much more we can bear. . . .And your bodies will rumble with a fearful rock. . . .not roll, but rock. . .and that won't be the fear of God. . .but the guiltladen spirit coming out of reverie. . .and that means all of us. We been sitting like lambs out to pasture unimpressed with the shadow of the slaughter house. . .knowing all the time that the wrath and torment set against us was. . . .and still is. . .enough to make cotton turn to stone and the desert spring a leak. Yes, Brothers and Sisters, after the shouting your eyes will be burned dry. . .burned out. . .there'll be no tears today. . .turn the other cheek died with ole Saint Uncle Thomas. . .a quinine sipper. . .case hardened. . . . .who believed White was Right. . .Well White ain't always right. . . .you'll see."

The disgustingly soulful lives of black folks that seldom finds the attention of white America is dramatically drawn out by the production of "The Tabernacle."

Few have known or for that matter even cared about knowing the conflict and emnity between judicial systems and the black community.

"The Tabernacle" is a soulful feeling more than it is casting, and Rev. Carl "brings it all right down home." "The Tabernacle" is a cry of the longfelt mediocrity (if that) of the judicial system and its workings where black people are subjected to it. "The Tabernacle" is a forceful belch of NO MORE!. . .not no more, but NO MORE!!

Dr. Paul Harrison, known somewhat for his theatrical technique of total theatre, has dynamically rallied that deepfelt feeling of repeated judicial shortcomings to black people.

"The Tabernacle," now in its second week, is to be added to the social calendars of all who have yet to see it. And for those who have seen it, "You'll only shout twice as hard the next time."

"The Tabernacle," is a drama based on the actual case of the Harlem Six, six brothers accused of murdering a Harlem shopkeeper in 1964. The lack of evidence caused the New York Supreme Court to overrule the conviction in 1967. The accused men still remain in jail on circumstantial evidence.

Suffering is only reality

By LYNN McMICHAEL
Hornet Feature Editor

As you enter "The Tabernacle," sound engulfs you. You can almost drown in the jungle sound of the drums.

The houselights are up and the stage is completely dark except for a pale pink light which only seems to deepen the darkness by casting long lean shadows as it shines over the band.

The stage is barren except for a throne to the right and a three-tiered scaffold to the left. The band is in full view of the audience on the lowest level of the scaffold.

The stagelights begin to slowly brighten as the houselights dim, and the shadows lengthen and lighten. Though darkness still predominates, almost-seen shadows move on the top level of the scaffold. These shadows slowly take the form of men.

The two men are Hamm (who has one hell of a good build) and Adam (every mother's son) and they are waiting for pigeons.

They are wrongly accused of a crime, of murdering a Jewish shopkeeper. They are treated badly, beaten and bruised by stereotyped policemen. The policemen wear masks throughout, as do many characters, to make them seem more than they really are.

There is no reality in "The Tabernacle" except for the reality of human suffering, of racial hatred, and of fear. The suffering is wrong. The fear is wrong. But most of all, the hatred is wrong.

The hatred expressed in "The Tabernacle" seems to be, although this is a personal reaction, completely anti-white. It seems to me that it is just as wrong to hate a person simply because he is white as it is to hate a person only because he is black.

If it is the point of "The Tabernacle" to let people who have never known it, feel what it's like to be hated because of the color of their skin and nothing else, then the play is a success.

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Debaters to Nationals

By MARY HICKS
Hornet Staff Writer

SSC is noted for many things but recently a new category was added: we now have the best debate team in five states.

Juniors Ken O'Brien and Loren Bell took first place last week at the American Forensic Association District Tournament. The tournament, held March 23 and 24 at UC Santa Barbara, drew teams from California, Arizona, Utah, Nevada and Hawaii.

The most important part of winning in this tournament was that the top four teams will go directly to the AFA National Tournament. Merely qualifying for the Nationals places a team among the top 50 in the United States. Bell and O'Brien have gone one step further: district winners comprise only the top 25 teams. This year's National Tournament will be held April 16-19 at McAlaster College in St. Paul, Minnesota. The other three teams who qualified were representatives of the University of the Pacific, San Fernando Valley State College, and Whittier College. UCLA placing fifth, was named first alternate.

Bell and O'Brien finished the eight preliminary rounds of the District Tournament with a 6-2 record. Their victims included Stanford, Whittier, University of Utah, University of Redlands, University of Arizona, and UC Berkeley. The victory over Berkeley in the final round was the decisive factor in their first place victory.

This is the first time in SSC history that the debate team has been represented in the competition for the National Championships. Director of Forensics, Michael Dues, attributes the victory to "talent and hard work by the whole team."

"Loren and Ken have certainly earned this one," said Dues, "but the victory really belongs to the whole team. John Hollenback was responsible for some of our best analyses and much of our best evidence. Everyone on this team contributed materially."

O'Brien and Bell are now in their third year of intercollegiate competition. Both are majoring in Communication Studies.

The bid to Nationals marks the best year to date for the SSC Debate teams, but Dues thinks even better years lie ahead. Bell, O'Brien and Hollenback will be returning next year. In addition, Dues reported that there are several talented junior division debaters ready to step into senior competition as well as many gifted high school debaters who will be joining the team next fall.

Notice

It was reported last week in the Hornet that all constitutional amendments in the recent election had been passed. As it turned out, amendments one and seven failed. Neither had the two thirds vote required of those voting.

Amendment one dealt with the lowering of requirements for student body president and vice president. Amendment seven dealt with whether or not the qualifications for appointment as student justices to the Board of Justice and for Attorney General should be reduced.

Senate ratifies youth vote

SACRAMENTO (AP)—The Senate voted 22-12 today to ratify an amendment of the U.S. Constitution giving persons 18 through 20 years the right to vote in state as well as federal elections.

The measure, by Sen. Mervyn Dymally, D—Los Angeles, now must be approved by the Assembly. The legislatures of at least 38 states must ratify the amendment before it goes into effect.

The Senate approval was a single vote more than the 21-vote majority need to clear the 40-member house.

Sen. Clark Bradley spoke against the bill, saying, "I happen to believe there is such a thing left as state's rights. . .

"If we're going to go this far, we might as well as well turn over all jurisdiction to the federal government with the states acting only as advisory bodies," said the San Jose Republican.

Sen. George Moscone, a San Francisco Democrat carrying a separate bill giving the 18-year-old the vote in California, noted that the amendment may never be ratified by enough states.

"This bill may never mean anything except for some senators to give an indication they realize the plight of the 18-year-old," said Moscone, D—San Francisco.

OPEN LETTER TO PRES. HYINK

Dr. Hyink:

We have been pursuing and actively engaged in student efforts to see that tenure is not denied Dr. Robert F. Nelson, feeling that denial would be a serious loss to students and the school. We are, however, faced with an apparenly unsolvable dilemma: to wit: what recourse is left to students if our active documented support is ineffectual when presented through lawful channels?

During your rap session you said that a compelling reason for overruling a tenure committee decision would be strong, documented student support. We feel this is unquestionably indicated by:

1. Petitions with over 1200 signatures.
2. Resolutions of support by the Student Senate.
3. Unanimous support of all fraternities as stated in an IFC letter.
4. Letters signed by a vast majority of graduate and undergraduate chemistry majors.
5. Resolution stating support of the Severaid Society of Biology Students.
6. Student correspondence with legislators concerning tenure matters.

The question, Dr. Hyink, is outstanding in our minds and now, more than at any other time by virtue of the contributions of Dr. Nelson, needs an answer. Since legal channels have been exhausted, you are our last hope. What next???

Students for Retention of
Dr. Robert F. Nelson

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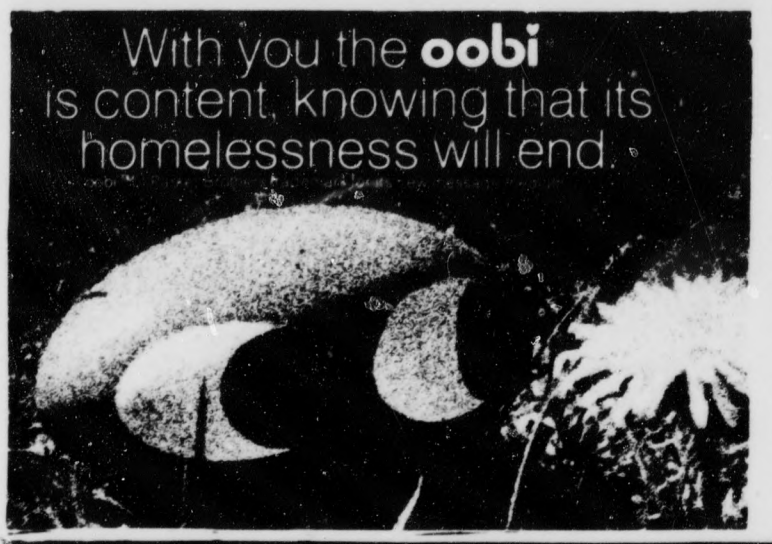
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